



Welcome to Today's Webinar!

# ***Supporting School-Level Root Cause Analyses of Disproportionate Discipline Outcomes***

This event will begin at 10:00 a.m. Central Time.

# The National Center on Safe Supportive Learning Environments



- Is funded by the U.S. Department of Education's Office of Safe and Healthy Students.
- Provides training and support to federal grantees, including 22 grantees funded under the Project Prevent Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students.
- Has a goal to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

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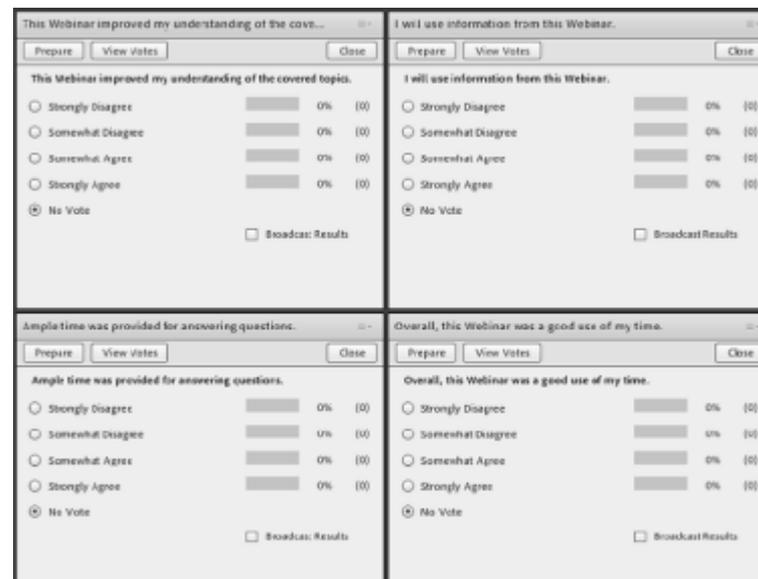


## Chat Pod



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## Feedback Form



At the end of the presentation, a series of questions will appear. Please provide feedback on this event so that we can better provide the resources you need. All answers are completely anonymous and are not visible to other participants.

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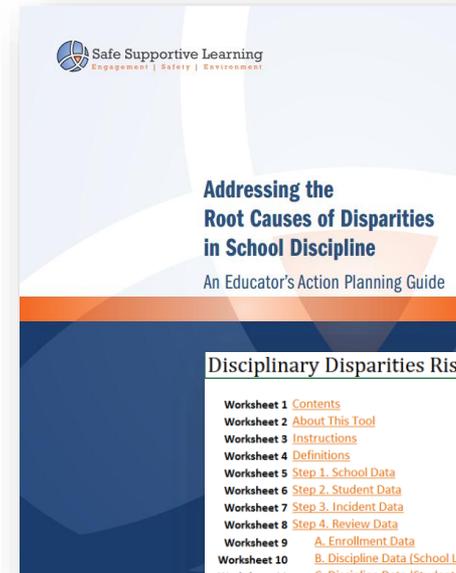
# New Resource Package on Addressing the Root Causes of Disparities in School Discipline



<http://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline>

## Resources

- Action planning guide
- Comprehensive Excel tool to identify disparities
- Worksheets, templates and other resources



### Disciplinary Disparities Risk Assessment Tool

- Worksheet 1 [Contents](#)
- Worksheet 2 [About This Tool](#)
- Worksheet 3 [Instructions](#)
- Worksheet 4 [Definitions](#)
- Worksheet 5 [Step 1. School Data](#)
- Worksheet 6 [Step 2. Student Data](#)
- Worksheet 7 [Step 3. Incident Data](#)
- Worksheet 8 [Step 4. Review Data](#)
- Worksheet 9 [A. Enrollment Data](#)
- Worksheet 10 [B. Discipline Data \(School Level\)](#)
- Worksheet 11 [C. Discipline Data \(Student Level\)](#)
- Worksheet 12 [Step 5. Analyze Data](#)
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Student Data	Do We Have Access to This Data?	Are We Using This Data?	How Are These Data Collected?
Grade	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Gender	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
English Language Learner/English Proficient Status	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Migrant Status	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	



**1** Root Cause Analyses

**2** Action Planning Guide and Resources

**3** Reflection

# Root Cause Analyses



# Why Use the Root Cause Analysis Guide



- **Disparities are pervasive and hard to address.**
- **The fact that disparities are not just based upon individual factors is reflected in their presence across and throughout multiple systems.**
  - Health & Mental Health
  - Child Welfare
  - Juvenile Justice & Adult Corrections
  - Education
    - Opportunities to Learn
    - Academic Outcomes
    - Discipline

# Why Use the Root Cause Analysis Guide



## We often find it hard to:

- Look beyond the symptoms
- Have honest, non-defensive and non-blaming conversations about issues that affect those who experience disparities directly, e.g.,
  - Race
  - Gender
  - Culture
  - Disability
- Transform these conversations into systemic changes

# Why Use the Root Cause Analysis Guide



- **Hard problems like disparities are likely to be routinized, systemic, and embedded in what people take for granted.**
- **We often silo interconnected matters, e.g.,**
  - Academics
  - Experience of Climate and Conditions for Learning and Engagement
  - Student Support
  - Discipline
- **Small decisions that don't stand out matter or accumulate.**
- **We often employ “victim blaming approaches” rather than an ecological and transactional approaches.**

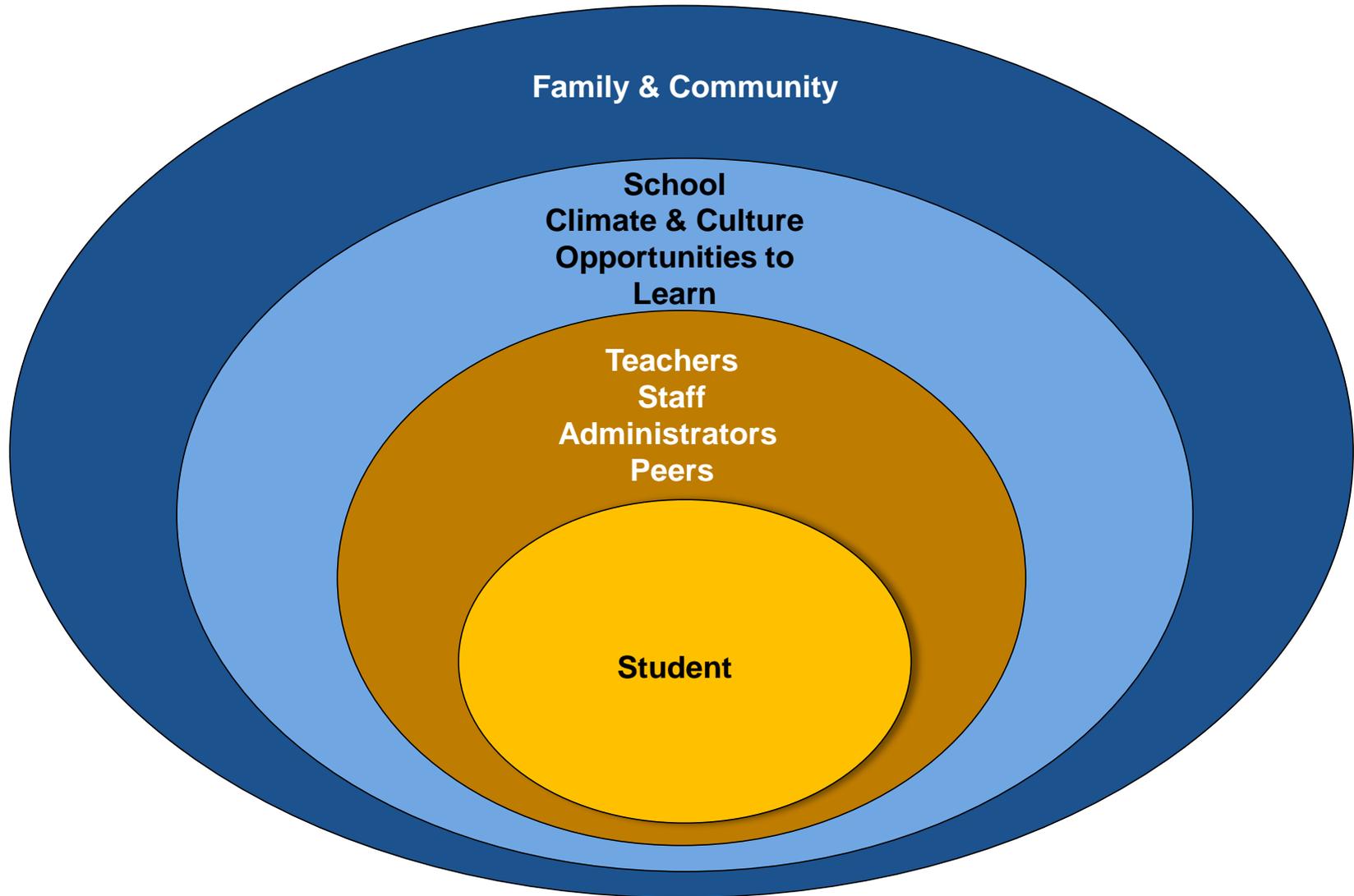
# Finding and Addressing the Root Causes



- **What's the problem?**
- **Why is it happening?**
- **What can be done to prevent it from happening again?**



# Where to Look for Causes, Needs and Strengths?



# What Do We Know About Disparities

## GROUP AND ORGANIZATION FACTORS



- **Race Matters**
- **Culture Matters**
- **Ethnicity Matters**
- **Language Matters**
- **History Matters**
- **Poverty Matters**
- **Local Context Matters**
- **Families Matter**
- **Organizational Capacity Matters**
- **Planning and Continuous Improvement Matter**



# What Do We Know About Disparities

## INDIVIDUAL FACTORS



- **Beliefs Matter**
- **Knowledge Matters**
- **Mindsets Matters**
- **Attitudes Matter**
- **Motivations Matter**
- **Biases Matter- explicit, implicit, attribution**
- **Leadership and Support Matter**

# Polling Question 1



- **Does your district/school data show discipline disparities?**
  - Yes
  - No
  - I don't know.

# Polling Question 2



- **Do you think conducting a root cause analysis will help address discipline disparities in your community?**
  - Yes, wholly
  - Yes, partially (if so, explain why in chat pod)
  - No (if so, explain why in chat pod)



If you have a question for the presenters, please type it in the Q&A chat pod, or e-mail [ncssle@air.org](mailto:ncssle@air.org) during the webinar.

# Contents of the Action Planning Guide



<b>Action Planning Guide</b>	<a href="#"><u>Addressing the Root Causes of Disparities in School Discipline: <i>An Educator's Action Planning Guide</i></u></a>
<b>Resource 1</b>	<a href="#"><u>Glossary</u></a>
<b>Resource 2</b>	<a href="#"><u>Discipline Data Checklist</u></a>
<b>Resource 3</b>	<a href="#"><u>Data Mining Decision Tree Tip Sheet</u></a>
<b>Resource 4</b>	<a href="#"><u>Disciplinary Disparities Risk Assessment Tool</u></a>
<b>Resource 5</b>	<a href="#"><u>Supportive Data Resources</u></a>
<b>Resource 6</b>	<a href="#"><u>Action Plan Template</u></a>
<b>Resource 7</b>	<a href="#"><u>Root Cause Diagnostic Tree</u></a>

# Action Planning Guide





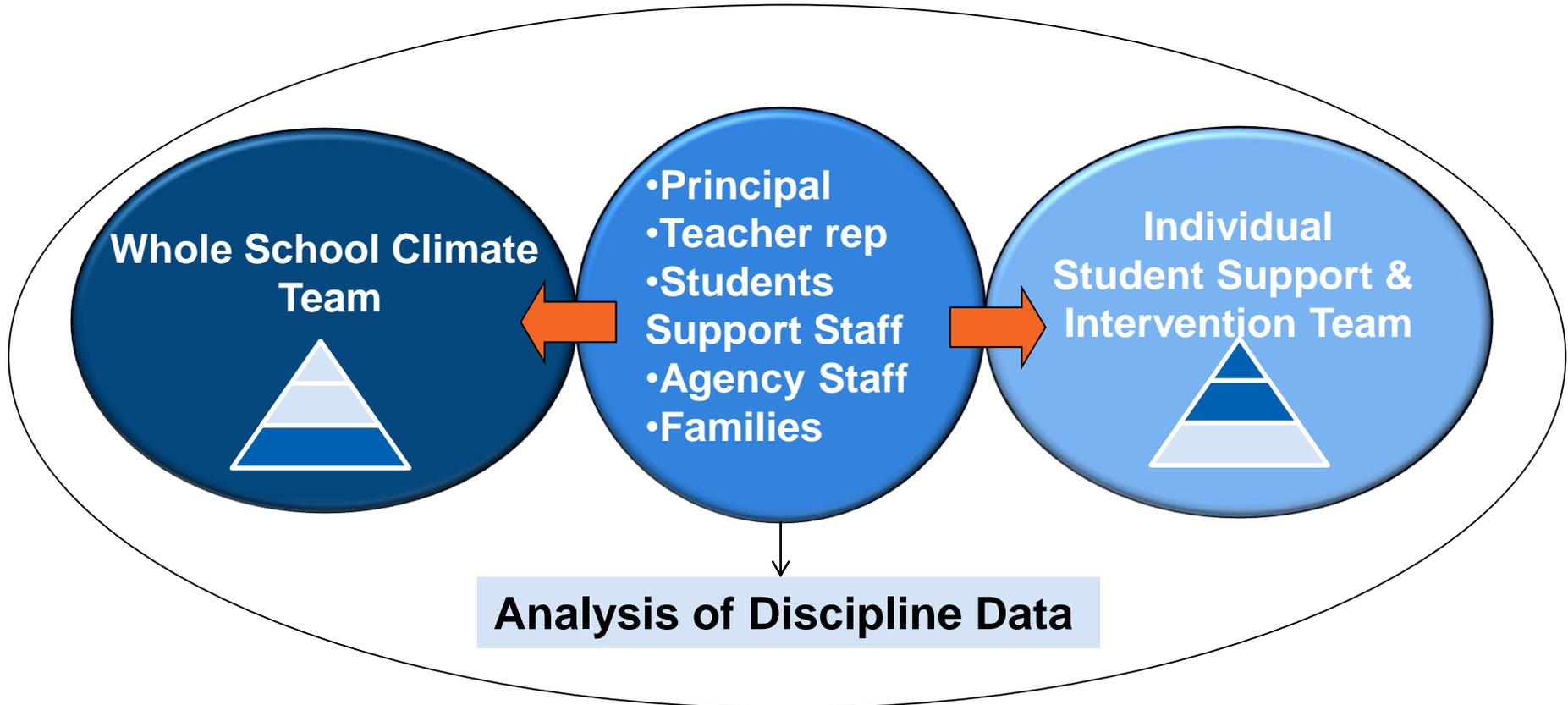
- **Audience:** School teams and district teams
- **Goal:** For teams to use a data informed process to examine disparities in school discipline and adjust policy and practices
- **Foundation for the Guide:**  
*School Climate and Discipline: A Guidance Package and the School Discipline Consensus Report*

## Three important areas:

1. Climate and prevention
2. Clear, appropriate, and consistent expectations and consequences
3. Measurable equity and continuous improvement



## Linking discipline data to student support



Core team members may serve on various interventions teams.  
Key is diversity and inclusion.

# Stage 1: Digging into the Data



## Do disparities in school discipline exist in our school or district?

### Stage 1 Tasks:

- 1.1 Determine Data Needs
- 1.2 Designate Data Gatherers
- 1.3 Identify the Data You Already Collect
- 1.4 Determine Additional Data Needs
- 1.5 Ensure Data Privacy and Quality
- 1.6 Disaggregate Data
- 1.7 Analyze Data for Disparities
- 1.8 Develop Preliminary Findings and Identify Disparity Issues
- 1.9. Prepare to Present Your Findings



- 1. How many students are subjected to disciplinary action?**
- 2. To what extent are students in specific demographic groups experiencing exclusionary discipline?**
- 3. Which student demographic groups are at the greatest risk for exclusionary disciplinary action?**
- 4. What is the rationale behind disciplinary actions taken against students? Is disciplinary action taken uniformly regardless of the type of offense or does the severity of the action taken vary?**
- 5. How have exclusionary disciplinary practices influenced student outcomes? Is the school pushing students out or is the school or district maintaining responsibility for educating students despite the disciplinary actions taken against them?**

# Stage 2: Getting at The Roots



## What are the root causes of disparities in school discipline?

### Stage 2 Tasks:

- 2.1 Generate Possible Causes and Explanations
- 2.2 Collect and Review Qualitative Data to Validate Your Conclusions
- 2.3 Conduct a Root Cause Analysis (Diagnostic Template)



## Range of Domains

- Procedural matters (policy on tardiness)
- Practices (curriculum, instruction)
- School climate and culture (e.g. norms, beliefs, rituals)
- Systemic factors (e.g. class placements)
- Staff attitudes and beliefs

## Other Factors

- Early school history lacked access to clubs, extracurricular activities or challenging curricula
- Capacity Issues (staff skills, tools, training, access to support)
- Intervention issues (limited and less supportive)
- Bias
- Policy Issues
- Attitude, knowledge or behavior



## How will you address the root causes of disparities in school discipline?

### Stage 3 Tasks:

- 3.1 Share Your Findings with the Community
- 3.2 Develop an Action Plan
- 3.3 Implement the Action Plan



Clearly define:

- (1) roles and responsibilities,
- (2) a review/revise/action planning process, and
- (3) how to sustain this work.

# Resource 1: Glossary





- Defines a selection of terms underlined in the guide and describes how they apply to addressing discipline disparities

## Addressing the Root Causes of Disparities in School Discipline

An Educator's Action Planning Guide

RESOURCE 1  
Glossary

**Absolute numbers**  
The actual physical number counted in the population. In terms of disparities, absolute numbers allow measures of difference between subgroups. For example, if 35 students with disabilities are suspended while only six students without a disability designation are suspended, these numbers may suggest a higher rate of suspensions for students with disabilities compared with nondisabled students.

**Aggregate**  
The compilation of statistics as a whole. It involves combining data from individuals or subgroups into larger groups. These statistics include the overall number or percentage of the group (e.g., total of individual students in a subgroup, total school data in a district or state) or in each of the reporting subgroups for specific outcome measures (e.g., the percentage of students in each racial and ethnic group who graduate from high school, the percentage of English learners who score in each achievement level on a state assessment).

**Attribution bias**  
An erroneous conclusion drawn from incomplete evidence. Attribution bias can occur when someone prematurely arrives at a conclusion without taking into consideration factors that may be causing the behaviors in question. For example, a teacher or an administrator could wrongfully assume that a student is tardy because she does not care or is being disrespectful when, in fact, the student may be suffering from a personal setback or issue that is the cause of her tardiness.<sup>1</sup>

**Correlational data**  
Data used to measure relationships between two or more variables. For example, correlational data can be used to study the relationship between suspensions and academic achievement. The extent to which variables are related is measured through correlation coefficients. Correlation coefficients can range from  $-1.00$  to  $+1.00$ . The value of  $-1.00$  represents a perfect negative correlation, where an increase in one variable is associated with a decrease in the other, while a value of  $+1.00$  represents a perfect positive correlation, where an increase in one variable is associated with an increase in the other. A value of  $0.00$  represents a lack of correlation,



- **Which Stage of the Guide do you think would be hardest to do in your community and why? (Explain why in the chat pod.)**
  - Stage 1: Dig into the Data to Identify Disparities in School Discipline
  - Stage 2: Get at the Root Causes of Disparities in School Discipline
  - Stage 3: Create an Action Plan to Address Disparities in School Discipline



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# Resource 2: Discipline Data Checklist



# Resource 2: Discipline Data Checklist



- Helps determine and track which data you collect, including identifying gaps to be filled.

RESOURCE 2  
Discipline Data  
Checklist

## Addressing the Root Causes of Disparities in School Discipline

An Educator's Action Planning Guide

To determine discipline disparities, it is important to know what data you have and where to find them. The following table provides a list of student and incident data schools and districts can collect and analyze to determine if there are disparities in school discipline. As appropriate, some data points include additional categories as examples of the detailed data a school could collect. (For definitions of the data points, see the "Definitions" worksheet in the Tool.)

This checklist will help you identify what data are collected, how they are collected, who collects them, and where they are entered or stored, thereby allowing you to maintain that information in a single place. You also can use it to target additional data you would like to collect or plan process improvements to better assess disparities in school discipline.

### Student Data

Data Point/Information	Do You Have Access to These Data?	Able to Disaggregate?	How Are These Data Collected?	Who Collects These Data?	Where Are These Data Entered or Stored?	Notes
<b>Date of Birth</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Grade</b> PK-12	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Race/Ethnicity</b> American Indian or Alaska Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander Two or more races White	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Gender</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>English Learner/Limited English Proficient Status</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Migrant Status</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				



## Data Types

- **Demographics**
- **Special Populations**
- **Attendance/Truancy**
- **History**
- **Information on Disciplinary Infraction**
  - When and where
  - Who reported it
  - Response
  - Who responded
  - Actions Taken
  - Referrals

## Questions by Data Type

- **Do You Have Access to These Data?**
- **Able to Disaggregate?**
- **How Are These Data Collected?**
- **Who Collects These Data?**
- **Where Are These Data Entered or Stored?**

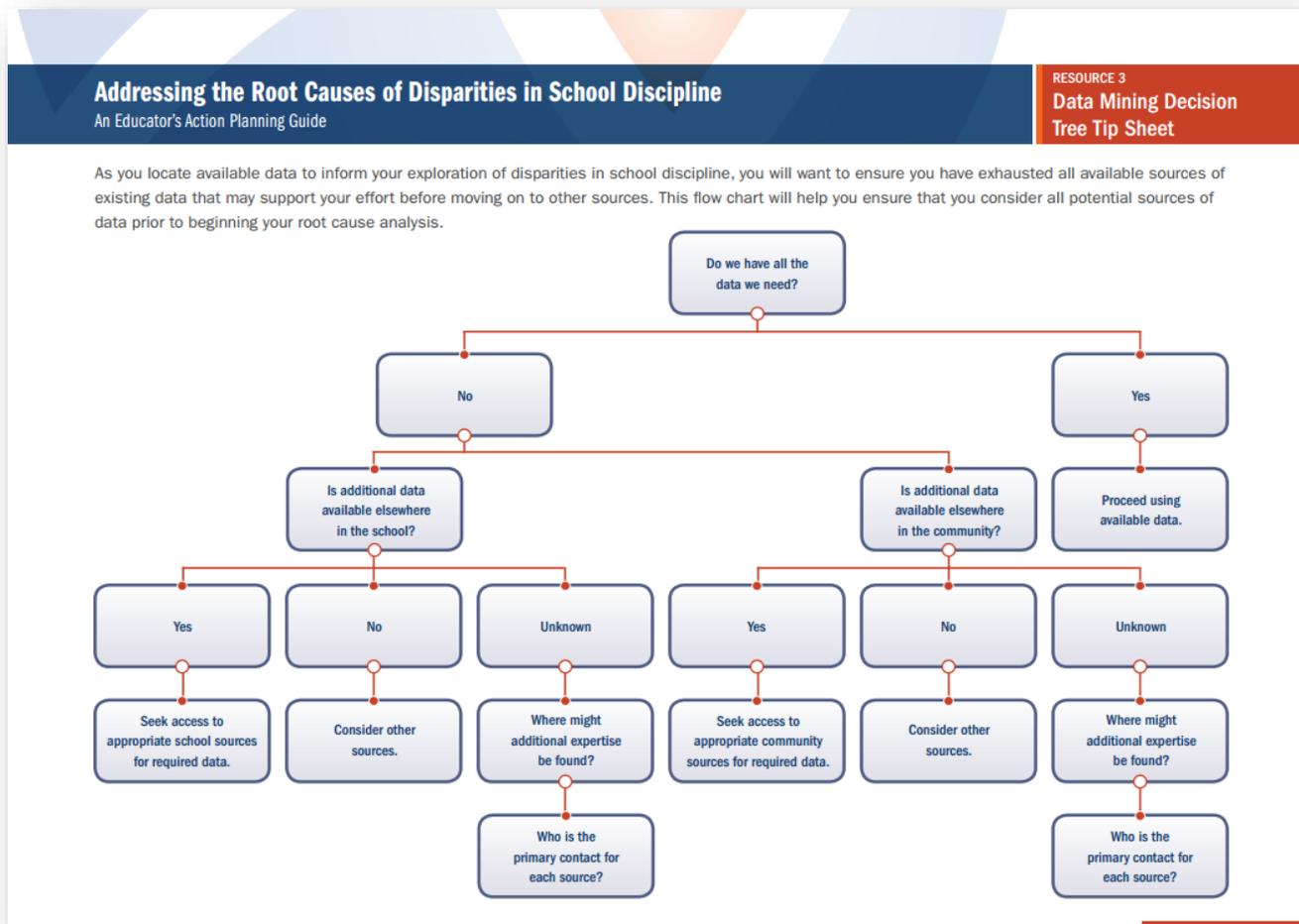
# Resource 3: Data Mining Decision Tree Tip Sheet



# Resource 3: Data Mining Decision Tree Tip Sheet



- Offers graphical guidance on data collection decisions to be made



# Resource 4: Disciplinary Disparities Risk Assessment Tool



# Resource 4: Disciplinary Disparities Risk Assessment Tool

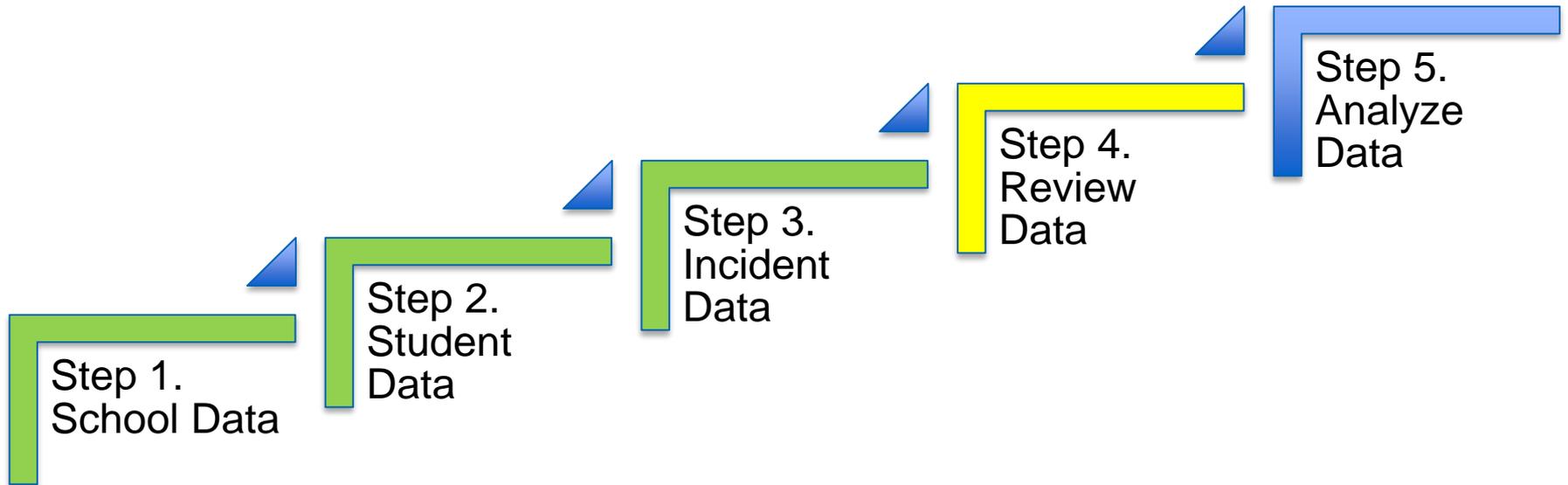


- Provides a series of Microsoft Excel–based worksheets to help to determine discipline disparities with detailed instructions on what data to collect, how to collect them, how to enter them into the tool, how to answer key questions, and how to analyze your results

Disciplinary Disparities Risk Assessment Tool	
Worksheet 1	<a href="#">Contents</a>
Worksheet 2	<a href="#">About This Tool</a>
Worksheet 3	<a href="#">Instructions</a>
Worksheet 4	<a href="#">Definitions</a>
Worksheet 5	<a href="#">Step 1. School Data</a>
Worksheet 6	<a href="#">Step 2. Student Data</a>
Worksheet 7	<a href="#">Step 3. Incident Data</a>
Worksheet 8	<a href="#">Step 4. Review Data</a>
Worksheet 9	<a href="#">A. Enrollment Data</a>
Worksheet 10	<a href="#">B. Discipline Data (School Level)</a>
Worksheet 11	<a href="#">C. Discipline Data (Student Level)</a>
Worksheet 12	<a href="#">Step 5. Analyze Data</a>
Worksheet 13	<a href="#">Big Risk Question 1</a>
Worksheet 14	<a href="#">Big Risk Question 2: Risk Index</a>
Worksheet 15	<a href="#">Big Risk Question 2: Risk Ratio</a>
Worksheet 16	<a href="#">Big Risk Question 2: Risk Gap</a>
Worksheet 17	<a href="#">Big Risk Question 3: Infractions</a>
Worksheet 18	<a href="#">Big Risk Question 3: Disciplinary Actions</a>
Worksheet 19	<a href="#">Big Risk Question 4: School Level</a>
Worksheet 20	<a href="#">Big Risk Question 4: Student Level</a>

Navigation tabs: Contents | About This Tool | Instructions | Definitions | 1. School Data | 2. Student Data | 3. Incident Data | 4. Review Data | 4A. Enrollment Data | ...

# Steps Within Tool





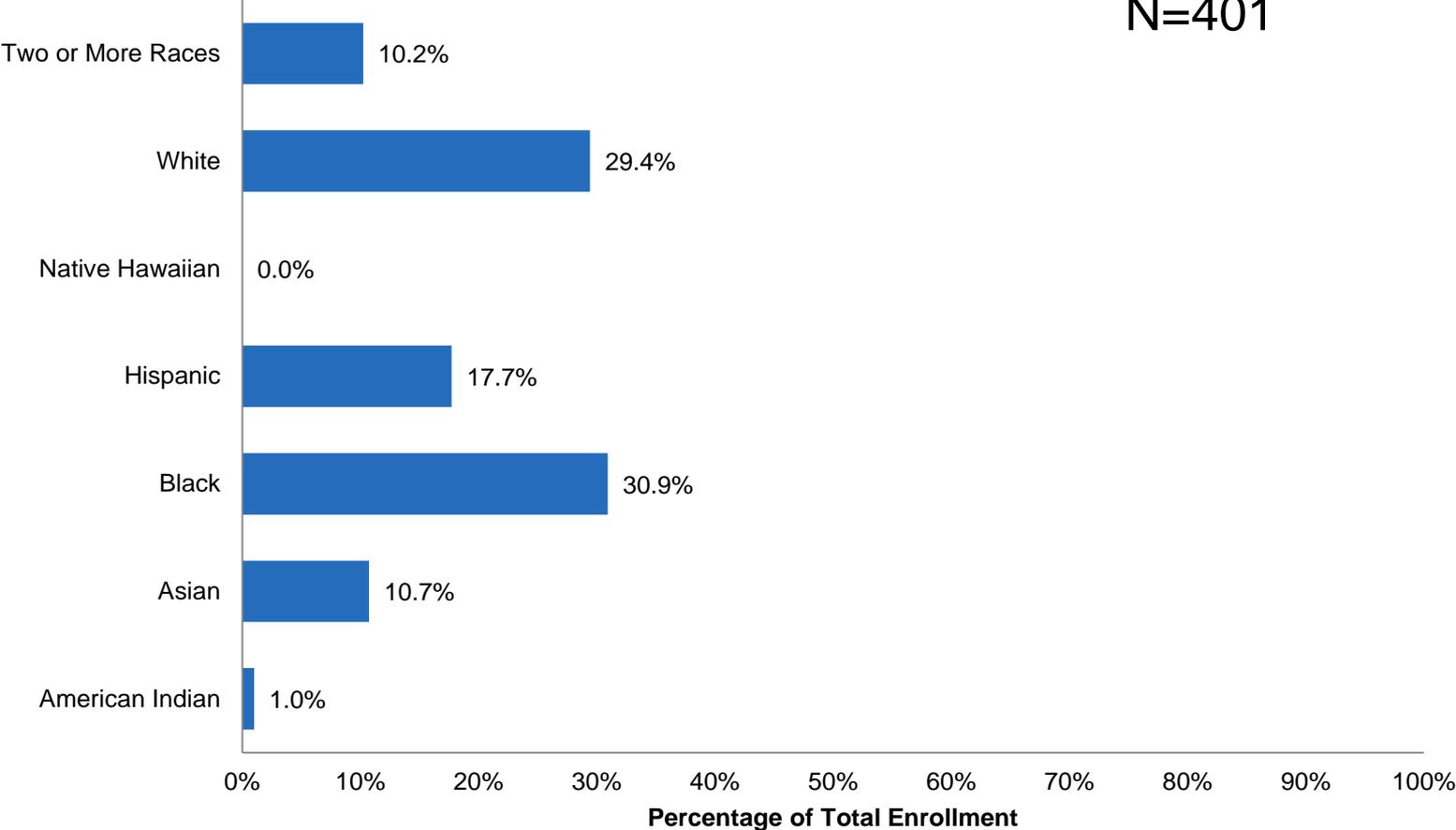
**Let's examine three risk calculations (risk index, risk ratio, risk gap) to identify potential disparities.**

**(These are the three calculations used to answer Big Risk Question 2 within the tool/Stage 1 of the Guide.)**



## Enrollment by Race/Ethnicity

N=401





- **Purpose**

The risk index indicates the underlying rate in which a demographic group (e.g., black students or black male students) receives a disciplinary action or a set of disciplinary actions (e.g., one or more suspensions).

- **Illustrative Question**

What is the likelihood that black students experience one or more suspensions?

# Risk Index CALCULATION



## Middle School's In-School Suspensions:

Number of Black students  
(unduplicated count)  
subjected to one or more  
suspensions

Total number of  
Black students

$$\left( \frac{44}{124} \right) = 35.5\%$$

Number of White students  
(unduplicated student  
count) subjected to one  
or more suspensions

Total number of  
White students

$$\left( \frac{9}{118} \right) = 7.6\%$$



# Risk Index

## EXAMPLE FROM TOOL



What percentage of students in each racial/ethnic group experience exclusionary discipline? Conditional formatting has been applied to assist you. **The darker the shading, the greater the percentage of students.**

RISK INDEX BY RACE/ETHNICITY	American Indian or Alaska Native	Asian	Black or African-American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
Expulsion with Educational Services	0.0%	0.0%	0.0%	0.0%	NA	0.0%	0.0%
Expulsion without Educational Services	0.0%	0.0%	0.0%	0.0%	NA	0.0%	0.0%
In-School Suspension	25.0%	4.7%	35.5%	8.5%	NA	17.1%	7.6%
Out-of-School Suspension	25.0%	4.7%	30.6%	9.9%	NA	22.0%	11.0%
Referral: Law Enforcement	0.0%	0.0%	0.0%	0.0%	NA	0.0%	0.0%
Referral: Office	0.0%	0.0%	0.8%	1.4%	NA	0.0%	0.8%
School-Related Arrest	0.0%	0.0%	0.0%	0.0%	NA	0.0%	0.0%



- **Purpose**

The risk ratio can be used to represent the likelihood of a specific or set of disciplinary action(s) (e.g., one or more suspensions) for a target demographic group (e.g., Black students, Hispanic male students) in relation to one or more peer groups.

- **Illustrative Question**

What is the likelihood that Black students will experience one or more suspensions compared to White students?

# Risk Ratio CALCULATION



$$\left( \frac{\text{Number of Black students (unduplicated count) subjected to one or more suspensions}}{\text{Total number of Black students}} \right)$$

$$\left( \frac{\text{Number of White students (unduplicated student count) subjected to one or more suspensions}}{\text{Total number of White students}} \right)$$

Middle School's In-School Suspensions:

$$\left( \frac{44}{124} \right)$$

÷

$$\left( \frac{9}{118} \right)$$

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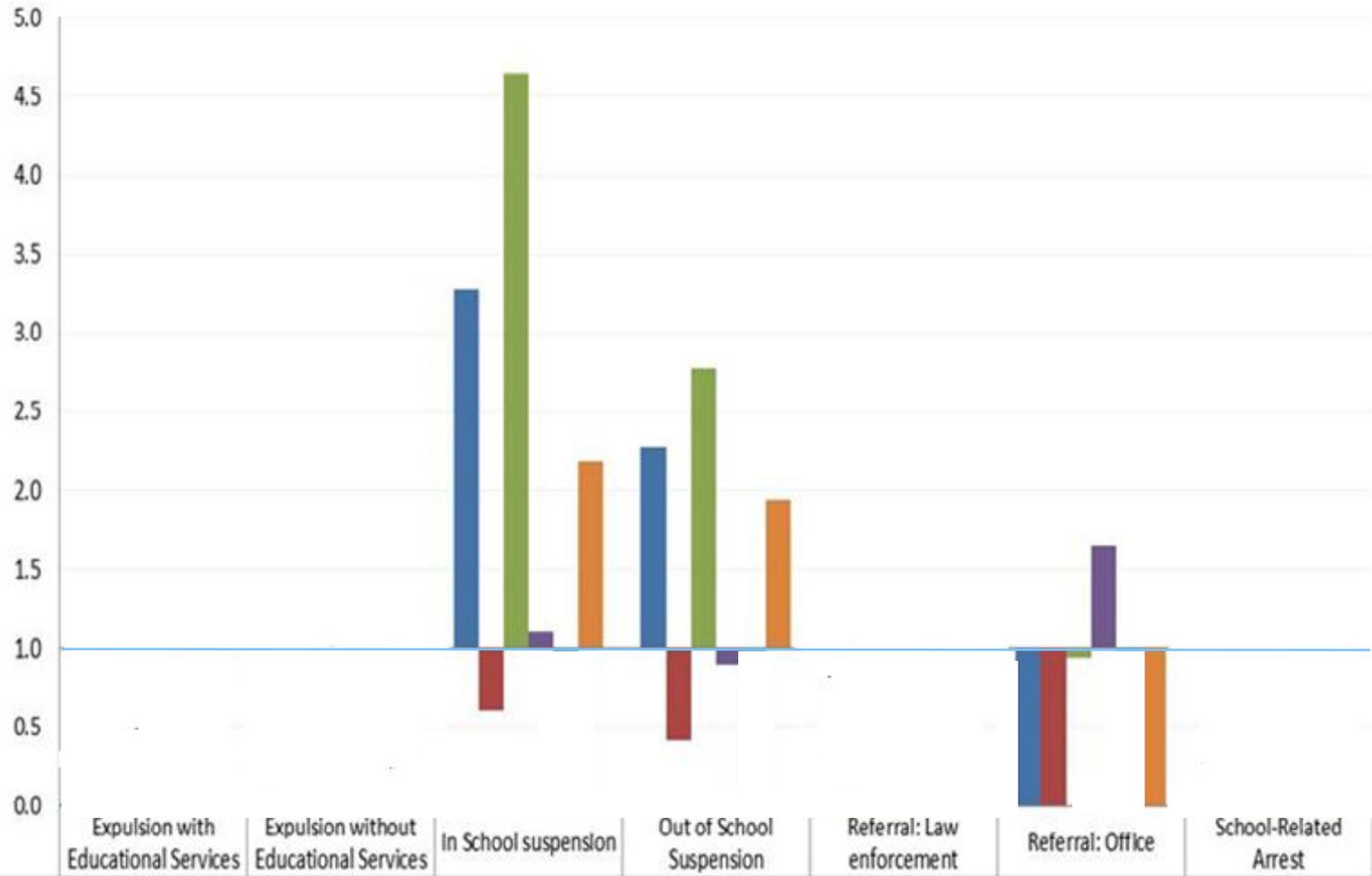
4.7

Risk Ratio



# RISK RATIO

## Racial/Ethnic Minority Students Relative to White Students



	Expulsion with Educational Services	Expulsion without Educational Services	In School suspension	Out of School Suspension	Referral: Law enforcement	Referral: Office	School-Related Arrest
American Indian or Alaska Native	NA	NA	3.3	2.3	NA	0.0	NA
Asian	NA	NA	0.6	0.4	NA	0.0	NA
Black or African-American	NA	NA	4.7	2.8	NA	1.0	NA
Hispanic/Latino	NA	NA	1.1	0.9	NA	1.7	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	2.2	1.9	NA	0.0	NA



- **Purpose**

The risk gap can be used to represent the difference in receiving a disciplinary action or a set of disciplinary actions (e.g., one or more suspensions) between a target group (e.g., Black students or Black male students) and a comparison group (e.g., White students or White male students).

- **Illustrative Question**

To what extent do Black and White students differ in the likelihood of receiving one or more suspensions?

# Risk Gap CALCULATION



$$\left( \frac{\text{Number of Black students (unduplicated count) subjected to one or more suspensions}}{\text{Total number of Black students}} \right)$$

-

$$\left( \frac{\text{Number of White students (unduplicated student count) subjected to one or more suspensions}}{\text{Total number of White students}} \right)$$

Middle School  
In-School  
Suspensions:

$$\left( \frac{44}{124} \right)$$

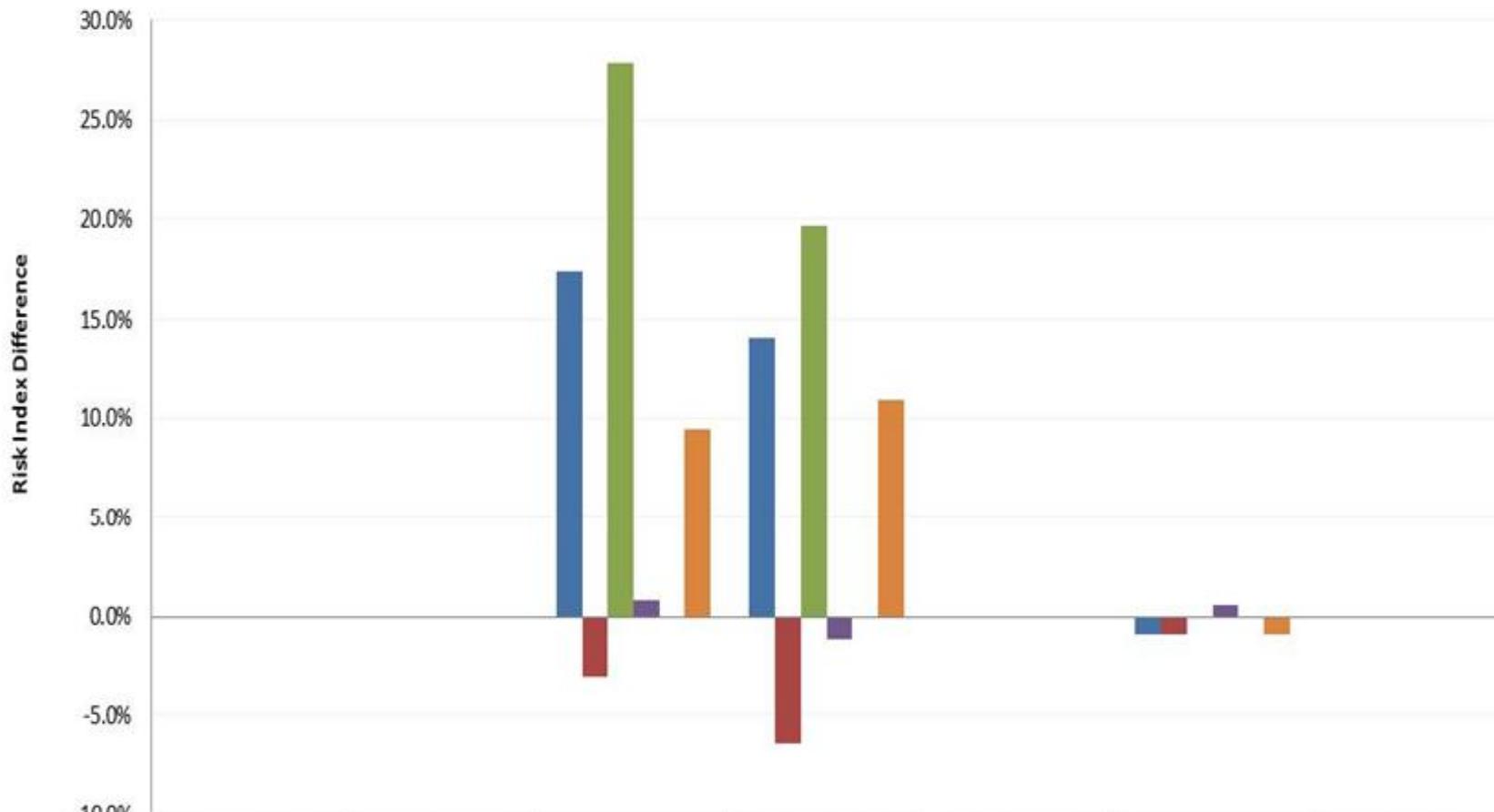
-

$$\left( \frac{9}{118} \right)$$

Risk Gap  
↓  
27.9



# Risk Gap between Racial/Ethnic Minority Students and White Students



	Expulsion with Educational Services	Expulsion without Educational Services	In School suspension	Out of School Suspension	Referral: Law enforcement	Referral: Office	School-Related Arrest
American Indian or Alaska Native	0.0%	0.0%	17.4%	14.0%	0.0%	-0.8%	0.0%
Asian	0.0%	0.0%	-3.0%	-6.4%	0.0%	-0.8%	0.0%
Black or African-American	0.0%	0.0%	27.9%	19.6%	0.0%	0.0%	0.0%
Hispanic/Latino	0.0%	0.0%	0.8%	-1.2%	0.0%	0.6%	0.0%
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA
Two or more races	0.0%	0.0%	9.4%	10.9%	0.0%	-0.8%	0.0%

# Resource 5: Supportive Data Resources



# Resource 5: Supportive Data Resources



- Describes the type of data your school or district may already be collecting under federal grants and initiatives as well as behavioral strategies, such as PBIS or restorative practices, which can inform your disciplinary analysis

**Addressing the Root Causes of Disparities in School Discipline**  
An Educator's Action Planning Guide
RESOURCE 5  
Supportive Data  
Resources

In order to address the root causes of disparities in school discipline, you need to collect and analyze data to find out where disparities are. Your school or district may already be collecting discipline and disparity data that can help in this effort. This resource provides information on two types of potential support for your data collection and root cause analysis work.

1. Federal initiatives that may already be at work in your school or district. These initiatives have data collection requirements of their own and may be able to support and inform your discipline disparities root cause analysis efforts. Although some federal grants may be ending soon, many communities choose to continue the work started under these grants, so data may still be available. The Map My Community feature on Find Youth Info (<http://findyouthinfo.gov/maps/map-my-community>) can provide you with a list of federally supported youth programs in your community.
2. Programmatic strategies that may already be at work in your school or district. These interventions may have data collection elements that can support and inform your root cause analysis efforts.

The following table provides brief details about each federal initiative or programmatic strategy, the kinds of data you may find collected in each effort, and ideas of substantive resources they may offer. There also are blank columns in the table to record how your team might intersect with these efforts and space to identify staff who might serve as key sources of information for the initiative or strategy.

PART 1: Federal Initiatives				
Federal Initiative	Discipline-Related Data Requirements From Which You Can Draw	Resources to Tap	Primary Contact	Intersection Identified
<b>Individuals with Disabilities Education Act (IDEA)</b> Ensures services to children with disabilities, governing how states and public agencies provide early	Regulations require the collection and examination of data regarding disproportionality. Each state that receives assistance under Part B of IDEA and the Secretary of the Interior must provide for	IDC (IDEA Data Center; <a href="https://www.ideadata.org/">https://www.ideadata.org/</a> ) provides technical assistance to build capacity within states for collecting, reporting, and analyzing high-quality IDEA data.		

PAGE 1
PAGE 2

# Polling Question 4



- **What is your initial reaction to the Excel data tool? (Please share comments in the chat pod.)**
  - Thumbs up
  - Thumbs down
  - I don't know.

# Polling Question 5



- **Who would be the best person in your district/school to use the Disciplinary Disparities Risk Assessment Tool? (Check all that apply.)**
  - District/school leadership
  - Support staff
  - School improvement or climate team members
  - Data analyst in district/school
  - Finance analyst/accountant in district/school
  - Math or science teacher
  - Other (Please specify in chat box.)



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# Resource 6: Action Plan Template





# Resource 7: Root Cause Diagnostic Tree



# Resource 7: Root Cause Diagnostic Tree



- Provides a blank template for you to fill in issues, causes, root causes, and corrective actions as they are identified.

## Addressing the Root Causes of Disparities in School Discipline

An Educator's Action Planning Guide

RESOURCE 7  
Root Cause Diagnostic  
Tree Template

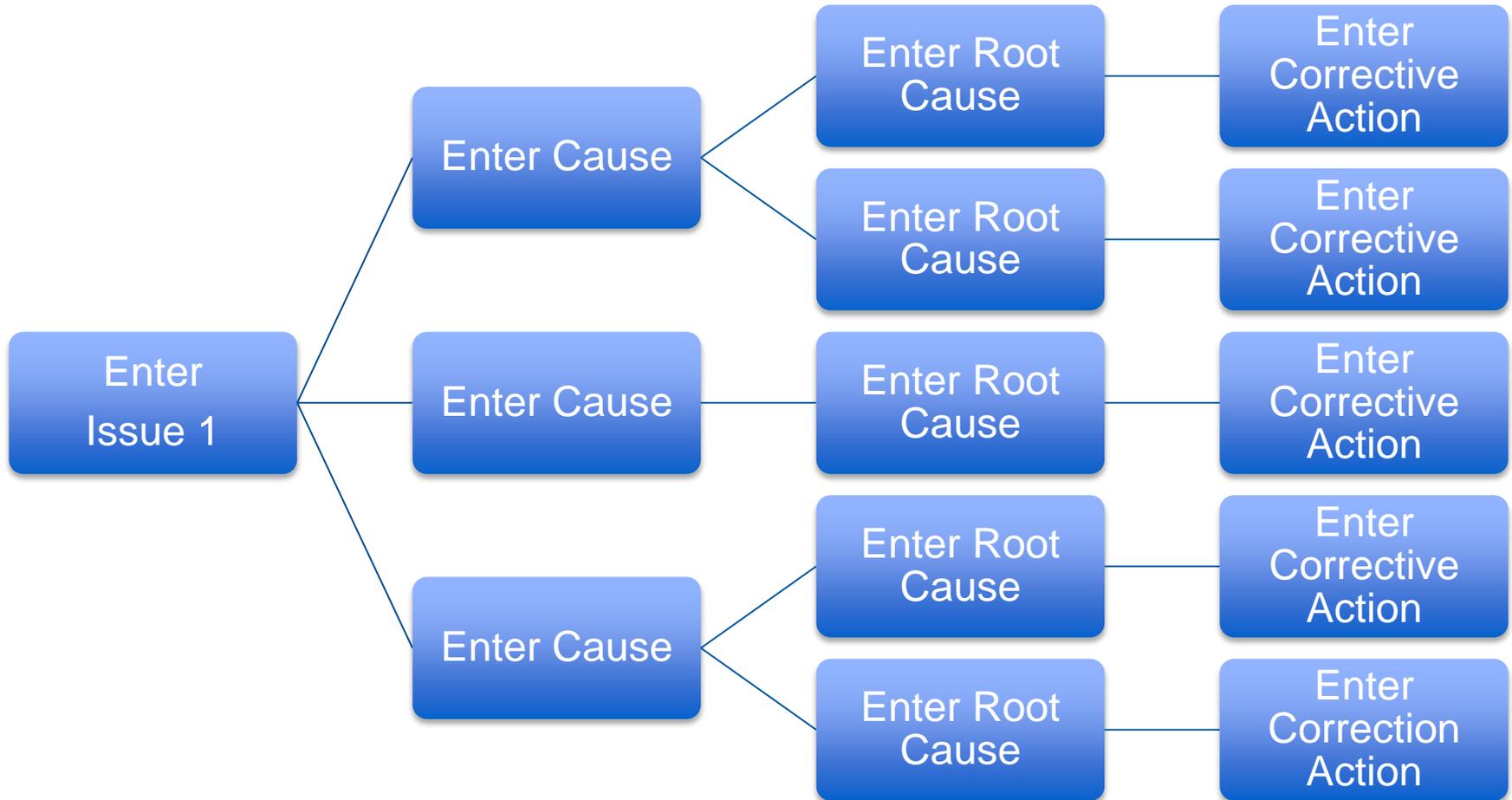
This template can be used to connect the issues you identified in Stage 1 with their respective causes and root causes identified in Stage 2 to corrective actions you plan in Stage 3. It provides a helpful visual as you process and communicate root causes of disparities in school discipline and plan moving forward. (Note: This template works best in Microsoft Word. However, you can recreate a diagnostic tree using other word-processing software.)

1. For each disparity issue (or finding) you identified during Stage 1, make a diagnostic tree. For example, if you identified three disparity **issues** during Stage 1, enter a phrase that briefly labels each problem in the "Issue" box in each tree below. (Highlight existing text, delete, and type.)
2. As you identify **causes** and **root causes** for each issue, enter brief phrases into the respective boxes to describe them. (Highlight existing text, delete, and type.)
3. As you create your Action Plan in Stage 3, enter your **corrective action** steps in the final set of boxes. (Highlight existing text, delete, and type.)
4. If you identified more than three issues in Stage 1, copy one of the trees below and paste it at the end of the document.

If you need to add a cause, root cause, or corrective action to the original tree, click on a box, go to "Design" under the "Smart Art Tools" in the ribbon of the screen, and click "Add Shape" in the "Create Graphic" section. If the new shape is at the wrong level (i.e., you want to add a root cause but the new shape is for a cause), click on "Demote" or "Promote" in the "Create Graphic" section, as appropriate.

PAGE 1

# Closer Look at Diagnostic Tree Template





If you have a question for the presenters, please type it in the Chat Pod, or e-mail [ncssle@air.org](mailto:ncssle@air.org) during the webinar.

# Reflection



# Reflection Question 1



- **Which items in this resource package do you think would be most valuable to you? (Check all that apply.) (Share your reasons why in the chat box.)**
  - Guide
  - Resource 1: Glossary
  - Resource 2: Data Mining Decision Tree
  - Resource 3: Discipline Data Checklist
  - Resource 4: Disciplinary Disparities Risk Assessment Tool
  - Resource 5: Supportive Data Resources
  - Resource 6: Action Plan Template
  - Resource 7: Root Cause Diagnostic Tree
  - None of them would be valuable to me.

## Reflection Question 2



- **How can you imagine your district/school using this resource package? If you can't imagine your district/school using it, why? (Check all that apply.)**
  - Incorporating the process (stages 1-3) into the school improvement/climate/PBIS team's work.
  - Starting with Stage 1 to identify disparities.
  - Moving ahead with Stage 2 since you already know the extent of your discipline disparities.
  - Sharing as information for colleagues to decide if this is something they would like to do.
  - Adapting the resources to meet the need of my community.
  - Using a couple of resources to complement the working my community is already doing.
  - Other (Please specify in the chat pod.)

# Reflection Question 3



- **What kind of assistance would you or your colleagues need to use this Resource Package? (Check all that apply.) (Tell us more in the Chat Pod.)**
  - I don't think we would need help using it.
  - One-on-one assistance for the primary user/lead for the work.
  - Direct assistance to the team from an expert facilitator as you use it.
  - Direct assistance to a team from an expert facilitator on how to integrate this into their preexisting work.
  - Opportunity to meet with a peers from other communities who are implementing it over time.
  - Other (Please specify in the Chat Pod.)



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